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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: How we organise ourselves** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  . Explains the concept of class inclusion.  . ICT : Practice different achievements | | | | | | **Skills:** Observing, thinking | | | | | |
| **Materials:** Class inclusion material (Jaya) | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 25 March 4-8/13** | | | | **Time: 45 min. (half groups)** | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the group in half. | | | | | | | | | | | |
| **Main Activity:** **Activity 1**: **Class Inclusion**: The teacher will ask questions related to this topic using the class inclusion material and the protocol to the half group and will explain the concept to them if needed. Then, children will work in the **Heinemann book 1 workbook 7,** meanwhile the teacher calls the ones that don’t have the concept yet.  **Activity 2: I.C.T.:** [**www.toytheater.com**](http://www.toytheater.com) **and** [**www.ixl.com**](http://www.ixl.com)  Children will have the chance to practice individually the activities worked before such as: (blue butterfly/symmetry) Matching, **Fruit fall** (bar graph) Fruit Fall and **Bowling** (counting) Bowling, in these interactive links. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Act. 1: Ask children the question about class inclusion again to check their understanding. | | | | | | | | | | | |